



Delaware Department of Education

*Teacher
of the
Year*

2022 Program Guide

Sponsored by
Delaware Department of Education

Contents

Teacher of the Year mission statement -----	3
District/charter nomination process -----	4
State nomination process -----	5
STOY responsibilities -----	7
STOY recognition, awards and opportunities -----	8
Selection process dates -----	10
Reader rubric -----	11
Classroom observation rubric -----	13



Delaware State Teacher of the Year Program Mission Statement

The Delaware State Teacher of the Year program is a vocal community of award winning educators who represent exemplary teaching and serve as spokespersons and ambassadors for the profession. The program recognizes excellence in education and expresses appreciation for the many outstanding teachers in Delaware who serve as an inspiration to teachers, students, and community members, while providing a representative to serve as the profession's advocate throughout the year.

DISTRICT/CHARTER TEACHER OF THE YEAR

Nomination Process

In Delaware, Teachers of the Year are annually chosen at the school and district levels through a variety of procedures. The department has received a copy of each local selection process. Local-level processes range from open nomination to formal selection by a district-wide committee among nominees from every school. The charter schools have a similar selection process. On-going change to improve the selection process is recommended. It is the desire of the State Teacher of the Year program to encourage a consistent selection process in every school district and ultimately in every school building.

Teachers who have received recognition as Delaware State Teacher of the Year are not eligible for nomination. Those who have been recognized as a District/Charter Teacher of the Year in the previous three years are not eligible for nomination. Teachers who have been nominated in prior years, but did not achieve at local ranking may be nominated the following year.

In the selection process at all levels, emphasis needs to be placed on the fact that we are looking for the best representative of the teaching profession and best teaching practices. Final selection of each school-level and district/charter level Teacher of the Year should be completed by a broad-based committee representing teachers, building administrators, families, and students.

School and district nomination should take place in the spring for the following year. This will give the nominee ample time to prepare his or her portfolio for submission to the state.

The program should always be described as a search for a person who will represent his or her fellow teachers. Before the district/charter decides, it should make sure that each nominee is willing to accept the title if offered.

District/charter coordinator's responsibilities

The process should be facilitated at the district/charter school level by a coordinator who fully understands the process and who can work with the Teacher of the Year nominees so that they understand the process. Their responsibilities are as follows:

- Establish a building and district-level process that provides access to all teachers.
- Confirm that school and district level process is conducted according to guidelines/timelines.
- Submit the Teacher of the Year **name** to DOE by **June 1, 2021**. Include a listing of the Building Level Teachers of the Year.
- Inform nominee of their first meeting on Monday, **June 21, 2021** (virtual meeting).
- Assist the District/Charter School Teacher of the Year with application process, explanation of timelines; read and critique the TOY application.

STATE TEACHER OF THE YEAR

Qualifications

To be considered for the Teacher of the Year award a person shall have taught, continuously or intermittently, for an accumulative period of three years or more in a Delaware public school previous to the date of such person's nomination; have been formally nominated; be actively teaching in their district or charter school in this state at the time of their nomination; and continue to actively teach in the nominating district or charter school for the duration of the year of their nomination. If the nominee chooses to leave the district or charter school during the selection period, the district or charter school shall submit another nominee. A nominee shall have met all the requirements for a Standard Certificate for the position held and hold a valid and current license, as approved by the Professional Standards Board, Department of Education and the State Board of Education.

Nomination Process

The Department of Education shall meet annually with the district coordinators of the Teacher of the Year Program and the representative for the charter schools for the purpose of providing them with detailed instructions and proper forms for the presentation of nominees. Each district is invited to nominate one teacher employed by the district and the charter schools are invited to select one nominee to represent all of the charter schools.

The Delaware Teacher of the Year Program adheres to the requirements of the national program regarding schedules, composition of the application, and areas in which nominees will be judged. We are glad that we can go beyond the national guidelines by giving more attention to selected nominees at work in the classroom and by having persons from outside the department make the final recommendation.

Following the submission of the application, selected Department of Education staff members and selected former State Teachers of the Year shall be assigned to read nominee's applications and observe those nominees in the classroom. Another group of Department of Education staff members are assigned to read all of the applications and rate them based on forms found in the *2020 Program Guide*. Based on the numerical ratings from both the portfolio readers and from the observations, three nominees shall be identified as finalists for consideration by a panel of judges.

The panel of judges shall include: the current State Teacher of the Year; the president of the Delaware State PTA; the president of the Educators Rising; a member of the State Board of Education; a representative of the Delaware State Chamber of Commerce; the president of the Delaware State Education Association; and the chair of the Professional Standards Board or, if necessary, their designees. The judges shall recommend one person for the Secretary of Education to declare as the State Teacher of the Year.

Nominees shall be skillful and dedicated teachers, pre-kindergarten through grade 12. Librarians may be considered if they spend most of their day instructing children. Administrative personnel such as principals and school counselors are not eligible to be considered for State Teacher of the Year. Nominees for State Teacher of the Year who are not actively engaged in teaching in a public school at the time at which observations are made shall be disqualified.

Criteria:

A candidate for National Teacher of the Year (NTOY) is a State Teacher of the Year in a state-approved or accredited school; prekindergarten through grade 12, who is planning to continue in an active teaching status.

The National Teacher of the Year candidate has the respect and admiration of their colleagues and:

1. Is an expert in their field who guides students of all backgrounds and abilities to achieve excellence.

2. Collaborates with colleagues, students, and families to create a school culture of respect and success.
3. Deliberately connects the classroom and key stakeholders to foster a strong community at large.
4. Demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning.
5. Expresses themselves in an engaging and articulate way.

Please submit these as nominating materials:

- Complete electronic application. This application follows the sequence used by the National Teacher of the Year Program. Please follow the guidelines for length (word count).
- Attach three letters of support from colleagues, parents/guardians, administrators, students, or other persons (PDF format).
- Attached a digital color photograph of the nominee showing full-face head and shoulders.
- Each candidate will be scheduled to video record a five-minute presentation before the beginning of the school year; **scheduled for the week of August 3, 2021**, Conference Room C, Collette Building in Dover. Each candidate will prepare a five-minute presentation:
As the 2022 National Teacher of the Year, you serve as a spokesperson and representative for teachers and students. What is your message? What will you communicate to your profession and to the general public?
- The purpose of the video is to establish the speaker's ability to express his/her ideas with conviction and poise. No point value is assigned to the video.



STATE TEACHER OF THE YEAR RESPONSIBILITIES

Being named a State Teacher of the Year is not only **an award but an honor** that comes with an enormous amount of responsibility to represent the teaching profession in the state.

State Teacher of the Year roles

1. A liaison between the teaching community and the Delaware Department of Education, districts, charters and communities;
2. An education ambassador to businesses, families, service organizations, and media;
3. A resource on the state of the profession to be available for workshops and conferences around the state;
4. An education leader involved in teacher forum and education advancement; and
5. A representative for the teaching profession by:
 - a. Articulating the many ways that teachers contribute to the profession, and
 - b. Sharing knowledge about specific programs and instructional strategies that benefit teachers and students.

Since the State Teacher of the Year will be asked to attend many events and make numerous speeches during the 2021-22 school year he or she must be poised, articulate, and have the energy to make and withstand a busy schedule.

Benefits to being the State Teacher of the Year

1. Meet the President of the United States;
2. Attend national events and conferences;
3. Serve as the representative for the teaching profession, making public appearances statewide speaking with professional, business, education, civic, parent, and students groups;
4. Gain a network of friends and colleagues from the nation's top teaching professionals;
5. Become Delaware's candidate for the National Teacher of the Year Program, the oldest and most prestigious honors program to focus public attention on excellence in teaching. The National Teacher of the Year Program is a project of the Council of Chief State School Officers (CCSSO). More information can be found at <https://ccsso.org/national-teacher-of-the-year>.

STOY Recognition and Awards

The 2022 Delaware Teacher of the Year Awards Celebration will be on **Monday, October 11, 2021**. The reception will start at 5 p.m. The selected Teachers of the Year will be recognized. Guests typically include the Governor, Lt. Governor, Secretary of Education, State Board of Education representative, legislators, former State Teachers of the Year, business leaders, administrators, family and friends.

The 2022 State Teacher of the Year must be released from classroom responsibilities during the year of recognition as necessary in order to fulfill the obligations inherent in the honor. Every attempt will be made to schedule activities around the classroom schedule.

- District/Charter School Teachers of the Year - \$2,000 cash award.
- State Teacher of the Year – an additional \$3,000 cash award plus \$5,000 for educational use (<http://delcode.delaware.gov/title14/c089/index.shtml>)

In past years, the Delaware State Teacher of the Year has received –

- \$250 for educational benefit from Delaware State Education Association
- \$500 for personal gift from Delaware School Boards Association
- A Teacher of the Year License Plate from the Division of Motor Vehicles
- Lunch for four in Senate Dining Room in Washington, DC plus a tour of the Capital from Senator Thomas R. Carper
- A gold watch from Delaware State Teachers of the Year Association
- Doctoral Program – Tuition Free from Wilmington University and University of Delaware
- Graduate coursework from Delaware State University and Wesley College
- Gold State Teacher of the Year ring from Jostens

Other organizations/colleges that have presented gifts to the Teacher of the Year include:

- Advantech, Inc.
- Delaware Chief School Officers
- Delaware Association of School Administrators
- Educators Rising

Delaware Teacher of the Year meetings with the Secretary of Education

The Secretary of Education meets bimonthly with past State Teachers of the Year and District/Charter Teachers of the Year. This is a great opportunity for teachers to have a voice and the ear of the Secretary of Education. Secretary Bunting would like to invite the 2022 District/Charter Teachers of the Year to be part of the group. The meetings are held bi-monthly from 4:30 pm to 6:00 pm in the Cabinet Room of the Townsend Building or at Collette, depending on group size and agenda. 1 ½ clock hours are given to those in attendance. The dates typically are in October, December, February and April; the annual Teacher Forum typically is at 5 p.m. on a date in May to be determined. The location will be in Dover.

STOY Pass the Book

The current State Teacher of the Year will keep an informal journal of his/her year as STOY. He/she will provide any details that would be helpful to the next STOY, such as speaking invitations, length of speech, writing samples, experiences, appropriate dress for occasions, list of gifts, addresses for thank you notes, etc. This book will be presented to the next STOY at the October banquet.

STOY public appearances and activities

As an exemplary educator, the 2022 Delaware Teacher of the Year will be asked to speak to various groups and organizations. Some of these may include:

- State PTA Conference April

- | | |
|---|--------------|
| • Delaware General Assembly | May* |
| • University of Delaware, College of Education Honors Day | May |
| • Delaware Association of School Administrators | June |
| • Teacher of the Year luncheon with the Governor | July* |

***Also includes District/Charter Teachers of the Year**

The 2022 State Teacher of the Year also may be asked to serve on various committees, to participate in many programs, and to speak on a number of occasions representing the teaching profession.

2022 Teacher of the Year Program Conference

Each year the State Teachers of the Year meet to learn from each other and from experts on ways to improve and strengthen the role of the Teacher of the Year. This annual conference is held at the Google Complex in California in the winter. I will share more details, including dates, with the STOY as they are announced by the national program.

Washington DC recognition for 2022 State Teachers of the Year

Traditionally the President of the United States hosts the State Teachers of the Year at the White House during this week. In the past this has been held during the first week of May.

International Space Camp

Another exciting opportunity for the 2022 State Teachers of the Year is International Space Camp at the U.S. Space & Rocket Center in Huntsville, Alabama. This camp will allow you to learn about space technology in a supercharged atmosphere of excitement with colleagues from around the nation and the world. Typically this is held the third or fourth week of July.

Other conferences

Education Commission of the States National Forum on Education Policy (date, location TBD) and Next Steps Conference (October in Princeton, NJ)

Teacher of the Year Program 2022 Selection Process

Date/Time	Meeting/Event	Purpose	Location
January 2021	TOY coordinators meetings	Review of general instructions/ TOY process	Conference calls
Tuesday, June 1, 2021 4:30 pm	2021 TOY nominee notification	2021 TOY and building level TOY names	DOE
Monday, June 21, 2021 9 a.m. to 11 a.m.	2021 Teachers of the Year Meeting	TOY application workshop	virtual
Saturday, July 31 8 a.m. to 3 p.m. (link will be provided to sign up for time slot)	Video recording	Recording - 5 min. presentation; Voice over for the 2022 video	Collette Conference Room C
Monday, September 13 to Friday, September 17, 2021	Teacher/students photo & video (photos displayed in Townsend Building)	Videographer visits each classroom for video/photos	Each teacher's classroom
Monday, September 13, 2021 8 a.m.	Online application due	All materials must be received no later than 8 a.m.	Submit application online through EdAccess application
Tuesday, September 14, 2021 11 a.m. to noon	1 ST observers meeting	Orientation, review applications	Townsend Building, Cabinet Room
Tuesday, September 14, 2021	Readers	Orientation	Individual meetings with Alison
Wednesday, September 15, 2021 through Monday, September 27, 2021	Classroom observations	Observers will contact principal and teacher to schedule observation time	Observers will spend ½ day in the classroom/building
Tuesday, September 28, 2021 1 to 3 p.m.	2 ND observers meeting	Rubrics due to DOE	Townsend Building, Cabinet Room
Friday, October 1, 2021 9 a.m. to noon	Judges meeting	Panel of 7 judges review top 3 portfolios and view videos	Townsend Building, Cabinet Room
Monday, October 11, 2021	Teacher of the Year Celebration	Recognition of Selected Teachers of the Year – Announcement of 2022 STOY	Dover High School

2022 Delaware Teacher of the Year Application – Reader Rubric

Teacher/District: _____

DOE Reader: _____

OVERALL SCORE: _____ (HIGH SCORE OF 40)

Criteria

A candidate for National Teacher of the Year (NTOY) is a State Teacher of the Year in a state-approved or accredited school; prekindergarten through grade twelve, who is *planning to continue in an active teaching status*.

The National Teacher of the Year candidate has the respect and admiration of his/her colleagues and:

1. Is an expert in the field who guides students of all backgrounds and abilities to achieve excellence.
2. Collaborates with colleagues, students, and families to create a school culture of respect and success.
3. Deliberately connects the classroom and key stakeholders to foster a strong community at large.
4. *Demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning.*
5. *Expresses him or herself in an engaging and articulate way.*

1-5 rating system for each question, aligned to the criteria listed above

Resume – Categories as follows:

Education, Certifications, Experience, Leadership, Awards and Other Recognition

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

Professional Biography

Please complete your professional biography in 3rd person, as this will be used in promotional materials for CCSSO speaking opportunities and engagements. (maximum 250 words)

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

Response Questions

Respond to the following questions highlighting your personal story and why you believe you should be the 2020 National Teacher of the Year.

1. **Describe a content lesson or unit that defines you as a teacher. How did you engage students of all backgrounds and abilities in the learning? How did that learning and your teaching influence your students? How are your beliefs and teaching demonstrated in this lesson or unit? (maximum 500 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

2. **Describe a project or initiative you helped create which contributed to the improvement of overall school culture. What was your role, and what is the status of this project today? Please include evidence of student impact. (maximum 500 words)**

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

3. How do you ensure that education transcends the classroom? Describe specific ways in which you deliberately connect your students with the community. How did you collaborate with others (e.g. colleagues, students, families) in this work? Please include evidence of student impact. (maximum 500 words)

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

4. What do you consider to be a major public education issue today? Describe how you demonstrate being a lifelong learner, teacher, and innovator about this issue, both in and outside of the classroom walls. (maximum 500 words)

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

5. As the 2022 National Teacher of the Year, you serve as a spokesperson and representative for all teachers and students. What is your message? What will you communicate to your profession and to the public? (maximum 750 words)

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

Supporting Evidence

Attach 3 recommendations that support why you should be the 2022 National Teacher of the Year. At least one of these must be a recommendation from a parent, colleague, administrator, or student and each letter should not exceed two pages in length.

1	2	3	4	5	SCORE
Candidate does not meet the criteria requirements in this area	Candidate meets limited criteria requirements in this area	Candidate meets some of the criteria requirements in this area	Candidate meets the criteria requirements in this area	Candidate exceeds the criteria requirements in this area	

Submission

Attach signature page – Letter of Commitment including signatures from the Teacher and Principal (PDF file).

You will also need to attach a digital headshot (color, portrait orientation, 300 ppi, jpg format)

2022 Classroom Observation Rubric

Teacher/District: _____

Observers: _____

TOTAL OVERALL SCORE: _____ (high score of 60)

Time of Observation: _____

CRITERION	1-2	3-4	5-6
#1 Designing Coherent Instruction	Some of the elements of the instructional design support the stated instructional standards and engage students in meaningful learning. Teacher's lesson has a recognizable structure.	Most of the elements of the instructional design support the stated instructional standards and engage students in meaningful learning and the lesson has a clearly defined structure.	All of the elements of the instructional design support the stated instructional standards, engage students in meaningful learning, and show evidence of student input. Teacher's lesson is highly coherent and has a clear structure.

Evidence Provided _____

Performance Level for criterion #1: _____

CRITERION	1-2	3-4	5-6
#2 Demonstrating Knowledge of Content and Pedagogy	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice.

Evidence Provided _____

Performance Level for criterion #2: _____

CRITERION	1-2	3-4	5-6
#3 Creating an Environment to Support Learning	The classroom environment reflects only a minimal <i>culture for learning</i> , with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a <i>culture for learning</i> , with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	The classroom environment represents a genuine <i>culture for learning</i> , with commitment to the subject on the part of the teacher and students, highest expectations for student achievement, and student pride in work.

Evidence Provided _____

Performance Level for criterion #3: _____

CRITERION	1-2	3-4	5-6
#4 Engaging Students in Learning	Some students are minimally engaged as a result of activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing. Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson and seeks to ensure the success of all students.	Most students are engaged throughout the lesson with appropriate activities and materials, instructive representations of content and suitable structure, and pacing of the lesson. Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	All students are highly engaged throughout the lesson. The structure and pacing of the lesson allow for student reflection and closure. Teacher is highly responsive to students' interests and questions, making lesson adjustments if necessary, and persists in ensuring the success of all students.

Evidence Provided _____

Performance Level for criterion #4: _____

CRITERION	1-2	3-4	5-6
#5 Checking for understanding	Assessment is occasionally used to support instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Assessment is primarily summative, although formative and informal assessments are used occasionally	Assessment is regularly used during instruction through monitoring of progress of learning by teacher and/or students and through high quality feedback to students. Occasionally formative assessment is used and students are aware of most summative assessment criteria.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

Evidence Provided _____

Performance Level for criterion #5: _____

CRITERION	1-2	3-4	5-6
#6 Developing and Contributing Professionally	The teacher pursues opportunities for professional development and contributes to the profession at the school or district levels.	The teacher actively pursues opportunities for professional growth and contributes to the profession across districts or at the state level.	The teacher continuously pursues opportunities for professional growth and makes a substantial contribution to the profession at the regional or national levels.

Evidence Provided _____

Performance Level for criterion #6: _____

CRITERION	1-2	3-4	5-6
#7 Reflecting on Professional Practice	The teacher's reflection is generally accurate and the teacher makes global suggestions about improvements.	The teacher's reflection is accurate, citing general characteristics and the teacher provides specific suggestions about improvements.	The teacher's reflections are accurate and perceptive, citing specific examples within the lesson and specific suggestions for improvement. The teacher draws on an extensive repertoire to support suggestions for alternative strategies.

Evidence Provided _____

Performance Level for criterion #7: _____

CRITERION	1-2	3-4	5-6
#8 Personal Traits	The teacher is energetic about teaching and learning, and exhibits a professional demeanor while maintaining appropriate boundaries.	The teacher is enthusiastic about teaching and learning, exhibits poise and stamina, and is a respected professional who observes appropriate boundaries while using good judgment.	The teacher is passionate about teaching and learning, exhibits unusually high levels of poise and stamina, and is a consummate and highly respected professional who always observes appropriate boundaries while using impeccable judgment.

Evidence Provided _____

Performance Level for criterion #8: _____

CRITERION	1-2	3-4	5-6
#9 Alignment of Portfolio and Observation	There were significant discrepancies between what is written in the portfolio and what was observed.	There were minor discrepancies between what is written in the portfolio and what was observed.	The contents of the portfolio aligned entirely with what was observed.

Evidence Provided _____

Performance Level for criterion #9: _____

CRITERION	1-2	3-4	5-6
#10 Creativity	Exhibits minimal creativity in classroom environment.	Exhibits creativity in classroom environment.	Exhibits extraordinary creativity in design, implementation of instruction and classroom environment.

Evidence Provided _____

Performance Level for criterion #10: _____

